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ABSTRACT

This paper is an outline of a course unit for a writing laboratory, specifically designed for use in teaching English composition to Mexican-Americans. The unit utilizes a multi-media approach to elaborate the necessary organization of a paragraph contrasting two topics. Goals and objectives are included in the unit outline as is a slide/tape scenario for the writing lab unit. An evaluation checklist is attached. (JDS)

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ENGLISH COMPOSITION FOR MEXICAN-AMERICAN

Project Mexico
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JC 770 136

PROJECT MEXICO

Project Description: Slide/Cassette tape. 140 slides of Mexico, writing directions, and various stages of a composition. Also a cassette tape with Mexican folk music background and a Chicano student narrating. Slides and tape synchronized.

Project Purpose: To serve as part of Unit Four of Writing Lab, specifically as an audio/visual elaboration of the necessary organization for the student composition.

Project Objectives: (Also see attached)

After viewing and listening to this slide/tape presentation, the student will:

1. Write one paragraph, 170 to 250 words, contrasting two topics:
2. Use a first sentence which will
   a. Name the two topics being contrasted
   b. Bring in ideas both of comparison and contrast
   c. Make it clear that contrast will be emphasized.
3. Use "point to point" method
4. Discuss at least four points of contrast
5. Maintain consistent order of discussion
6. Maintain balance of discussion
7. Describe both topics rather than simply state relationships.

Project Evaluation: Increase in the number of students whose compositions meet the objectives of Unit Four of the Writing Lab.

PROJECT MEXICO

Slide/Tape Scenario for a Writing
Lab Unit

I. After identification of Unit number and type of writing organization, screen goes black. Mariachi music in background up and then out.

II. Voice of a Chicano student --

A. He briefly and vaguely goes over the writing assignment.

B. Screen still black with perhaps a couple of non-representational designs to breakup monotony for viewer.

III. Mistake #1 - Lack of definite subject -- As student struggles with a subject, slides begin to appear.

A. Slides of Trade-Tech

B. Slides of animals

C. Other slides

D. Mexico slides

1. Order of slides is random, in keeping with student's confusion.

2. Slides of above subjects (A.B.C) keep slipping back in.

3. Speed of slides accelerates - lack of control.

4. Total breakdown.

a. Slides - some out of focus, upside down

b. Voice shows confusion

c. Music at wrong speed.

IV. Screen goes black.

A. Student tries to pull assignment together

B. Individual objectives appear on screen

C. Entire assignment appears on screen

V. Mistake #2 - Lack of the proper kind of first sentence to give direction to the rest of paragraph.

A. "Mexico is a beautiful country."

B. Student discovers above sentence without idea of difference.

C. "In Mexico, there are many differences between city life and country life."

D. Above first sentence reviewed for correctness and suitability.

VI. Mistake #3 - (Whole to whole)

A. Student begins to talk in general terms about city life.

B. Slides appear about city life in haphazard order.

C. Student catches his mistake and explains it -- assignment demands point to point contrast.

VII. First Point -- homes

A. Slides - city and country

B. Statement

C. Slide of cumulative written statements

VIII. Second Point -- dress

A.

B. as VII above

C.

IX. Third Point -- transportation

A.

B. as VII and VIII above

C.

X. Mistake #4 -- only one side of points -- monuments

A. Slides of monuments in cities

B. Screen goes black -- student realizes he cannot think of monuments in the countryside.

C. Student discards point

XI. Fourth point -- shopping

A.

B.

C. as VII, VIII and IX above

XII. Fifth Point -- density -- Mistake #5 (use of relationship rather than description).

A. Slides of crowded scenes in city

B. Statement

C. Student catches error in above statement

D. Slides of country scenes

E. Statement

F. Slide of cumulative written statements

XIII. Sixth Point -- entertainment

A.

B. as VII, VIII, IX and XI above

C.

XIV. Review

A. Student's satisfaction with his own accomplishment

B. Replay of slides accompanies A above

C. Music accompanies A and B above

Name _____

Date _____

UNIT FOUR: COMPOSITION

Part II: Assignment

In order to proceed to Unit Five, YOU MUST PASS THIS COMPOSITION ASSIGNMENT.

In order to pass this composition assignment, YOU MUST COMPLETE ALL OF THE FOLLOWING OBJECTIVES.

Objective 1: One paragraph, with title, at least 170 words and not more than 250 words.

Objective 2: The paragraph must contrast one of the following:

a. High school and college
b. Los Angeles and another large city
c. Two cars
d. Two television detectives
e. Two magazines
f. Two friends
g. Two games
h. Two musical groups
i. Older generation and younger generation
(Any two persons, places, things, events you wish to contrast, but first they must be okayed by the instructor.)

Objective 3: The first sentence must:

a. Name the two topics being contrasted
b. Bring in ideas both of comparison and contrast (likeness and difference)
c. Make it clear that contrast will be emphasized

Objective 4: The paragraph must:

a. Use "point to point" method
b. Discuss at least four points of contrast
c. Maintain consistent order of discussion
d. Maintain balance of discussion
e. Describe both topics rather than simply state relationships.

Objective 5: Your paragraph must not contain any Sentence Fragments

Objective 6: Your paragraph must not contain any Run-on Sentences.

Objective 7: Your paragraph must not contain any mistakes in Agreement of Subject and Verb.

THE FOLLOWING OBJECTIVES ARE TO BE FOLLOWED FOR ALL COMPOSITIONS:

Objective 8: Your paragraph must be written in ink on the usual white, lined paper, 8 1/2 x 11 inches, with a red margin.

Objective 9: Your paragraph must be written on every other line, one side of the paper.

CHECKLIST: Do not use the following checklist. Bring it with you when you submit your composition to the instructor. The instructor will use the checklist to decide whether or not your composition completes all of the Objectives. Do not use the checklist.

Proper paper. _____

In ink _____

Written on every other line one side of paper. _____

One paragraph. _____

One indention. _____

Proper length. _____

Title (without quotes, underlining, or period). _____

Contrast taken from Objective 2. _____

First sentence follows Objective 3. _____

"Point to Point" method used. _____

At least four points of contrast. _____

Consistent order. _____

Balance. _____

Description rather than simple relationship. _____

No Sentence Fragments. _____

No Run-on Sentences. _____

No mistakes in Agreement of Subject and Verb _____

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